

**WORK PLAN FOR THE
2005 RECALIBRATION OF THE WYOMING RESOURCE
BLOCK GRANT EDUCATION FUNDING MODEL**



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RECALIBRATION OF THE WYOMING RESOURCE BLOCK GRANT EDUCATION FUNDING MODEL

1. INTRODUCTION

The Wyoming Supreme Court's ruling in *State v. Campbell*¹ (*Campbell II*) in February 2001 contained the requirement that the Wyoming Resource Block Grant Education Funding Model be recalibrated every five years to ensure that the resources provided to fund the educational basket of goods and services were truly "cost based." This report, prepared by Lawrence O. Picus and Associates describes the "work plan" for recalibration of the Wyoming school funding system.

Based on the proposal submitted to the Wyoming Legislative Service Office (LSO) in December 2004 and our discussions with officials in Wyoming since that time, this document, prepared by Lawrence O. Picus and Associates, describes in detail the work to be conducted to recalibrate Wyoming's school funding system between March 1, 2005 and June 30, 2006.

This document contains seven sections. Following this introduction, section two describes the current status of school finance in Wyoming and our understanding of the requirements of the Wyoming Supreme Court in *Campbell II*. Section three establishes our definition of what we plan to accomplish through our work with the Wyoming Legislature to recalibrate the block grant funding model and lays out the general tasks to be accomplished. Section four provides a timeline for each of the activities we will undertake as part of the recalibration work. Much of this work depends on feedback from the Select Legislative Committee on School Finance Recalibration appointed to guide

¹ *State v. Campbell County School District*, 19 P.3d 518 (Wyo. 2001)

this work as well as from professional judgment panels and public feedback sessions we plan to hold throughout the state during the summer of 2005. In section five we provide more details about these panels and their composition. Section six summarizes the data we expect to need for the recalibration process and section seven offers a staff load chart showing the level of effort devoted to each of the tasks described in this report.

2. THE COURT'S FINANCE REQUIREMENTS

In its February 2001 ruling in *Campbell II*, the Wyoming Supreme Court reviewed the Wyoming funding system and required that a number of existing portions of the funding system be revised to ensure that they are cost based. In addition, the Court required the state to recalibrate the funding system every five years to maintain the cost basis of the system. Beginning on page 9 of the decision (following paragraph 20),² the Court identified several issues requiring attention. They are:

1. The need to fix the Kindergarten Error. This was an error in the initial funding calculations that arose because Kindergarten students were counted as full, rather than half, Average Daily Membership (ADM). This error was fixed in subsequent versions of the school funding model and is not considered in this report as such.³
2. Development of an External Cost Adjustment. The Court realized that the effect of inflation would be to undermine the cost basis of any funding program that was developed and required the Legislature to establish an External Cost Adjustment to accommodate the effects of inflation at least every other year between recalibration.
3. Small School Adjustment. While the court recognized that it is important to provide additional resources to recognize the dis-economies of scale associated with the operation of necessary small schools, it required the adjustment to reflect actual costs. The court mandated that the adjustment for small schools be established on a cost basis.

² *State v. Campbell County School District*, 19 P.3d 518 (Wyo. 2001)

³ It should be noted that the Legislature has asked that the implications of a full-day Kindergarten program be considered as part of this recalibration effort.

4. Small School District Adjustment. The Court also indicated that cost-based adjustments that recognize dis-economies of scale for districts could also be developed.
5. Funding for Special Needs Students. The Court indicated that any funding system must consider the additional costs of providing education for students with special needs and specifically mentioned three groups:
 - a. Limited English Speaking Students
 - b. Economically Disadvantaged Students
 - c. Gifted and Talented Students
6. Seniority Adjustments. Early funding models provided funding adjustments to school districts based on the education and experience of teachers. The court required that similar adjustments be provided for the education and experience of administrators and classified staff.
7. Regional Cost Adjustment. The Court recognized that there are differences in the prices for goods and services across a state as large and diverse as Wyoming. It required that adjustments for price differences be included in the funding model and said that the Wyoming Cost of Living Index developed by the State of Wyoming was acceptable, although it left open the option of developing a better measure specific to educational prices.
8. Special Education and Transportation. At the present time, both of these programs are funded on a cost reimbursement basis. The Court has accepted this approach for now, but further review of the development of a cost-based approach for both was part of our proposal.
9. Other Adjustments
 - a. Actual costs of vocational and technical education. The Court directed the Legislature to identify the amount in the prototypes for vocational education and ensure it was cost based
 - b. Extra-duty pay
 - c. Additional education for certified personnel
 - d. Routine maintenance
10. Capital Construction. The Court also ruled that adequate school facilities are essential. This document does not address the issue of capital construction directly as that is now the responsibility of the School Facilities Commission and work is progressing in meeting the Courts requirements on this issue. We do intend to pay careful attention to the construction requirements of the Commission and the impact they may have on programmatic decisions.

3. OVERALL APPROACH TO RECALIBRATION

In *Campbell II*, the Supreme Court required that “the legislature shall conduct a review of the components [of the finance system] in 2001 and at least every five years” thereafter. The purpose of this recalibration was to make sure that the funding system remained cost based over time. The previous recalibration set the prices for the resource costs within the block grant model to 2001-02 levels. This recalibration will update those resource costs to 2004-05 levels.

Although *Campbell II* upheld the professional judgment approach, it preferred efforts to “got shopping.” In this recalibration effort Lawrence O. Picus and Associates will help the state determine what resources are needed to provide the basket of educational goods and services, estimate the costs of providing those resources to all public school children in the state and devise a cost-based funding system to allocate those funds appropriately. The conceptual framework for this work is shown in Figure 1.

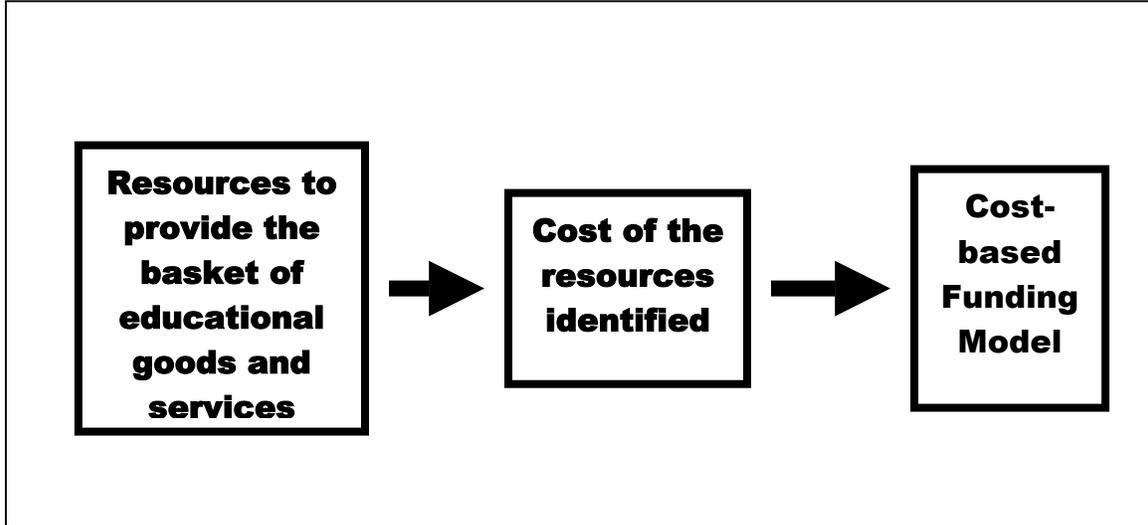


Figure 1: Conceptual Framework for Recalibration of the Wyoming School Funding System

Our approach to shopping for the resources needed to provide the basket of educational goods and services relies on the Evidence-Based approach developed by Allan Odden and Lawrence Picus (see for example Odden, Picus and Fermanich, 2003; Odden, Fermanich and Picus, 2003; and Odden, Picus, Fermanich & Goetz, 2004). While our intent is to re-price the goods and services in the basket, it is important to recognize that in the eight years since the adequacy process began in Wyoming, advances in educational research offer additional clues as to how to best ensure Wyoming school children meet the state’s proficiency standards. In addition to the state’s constitutional requirements, this approach uses evidence from three sources to identify the resources needed for the basket:

1. Research with randomized assignment to the treatment (the so-called “gold standard” of evidence);

2. Research with other types of controls or statistical procedures that can help separate the impact of a treatment; and
3. Best practices either as codified in a comprehensive school design (e.g., Stringfield, Ross & Smith, 1996) or from studies of impact at the local district or school level.

The model relies on the prototype schools currently in use in Wyoming. We anticipate that in addition to the traditional prototype school models (elementary, K-5; middle, 6-8; and high school, 9-12), through the course of the recalibration analysis, additional school-level prototypes may be explored. The nature (grade levels or size) of those additional school-level prototypes, if found to be necessary to efficiently allocate resources to deliver the basket of educational goods and services, is yet unknown

Initially, we plan to proceed category-by-category and line-by-line for each line of the current school prototypes so the Committee and Wyoming educators will be able to see how we move from the current model to a recalibrated model. Table 1 provides a crosswalk between the resource items that are part of the current prototype template with the resource items in the proposed template. The resources within the existing school-level prototypes were determined to serve the “average” concentration of at-risk students in the state of Wyoming as measured by the proportion of students eligible for the federal free- and reduced-price lunch program (i.e., economically disadvantaged students) and the proportion of students identified as English language learners (ELL, formerly limited English speaking (LES)). As such, the prototypes aggregated all of the resources for the general education program and the resources for the programs designed to serve at-risk students together for simplicity and in recognition that the funds generated by these

resources were to be allocated to school districts in the form of a block grant, thus eliminating the need to fully itemize specific program resources. However, this aggregation of total resources to serve the whole school, including for at-risk student programs (ELL and economically disadvantaged), caused confusion in the Wyoming education community as to whether resources were available for programs beyond the general education program. Therefore, as part of this recalibration, we have been asked to make all elements in the prototype models more transparent, to make explicit the resources within the existing prototypes those resources associated with at-risk students and vocational education at the high school level. In addition, we have been asked to investigate approaches of incorporating special education program costs into the base prototypes. To accommodate this level of disaggregation, we have expanded the rows of items for each prototype school. The changes we will propose are reflected in Table 1.

As the table shows we plan to “break out” the teacher category into three different types of teachers – core, specialist, and instructional coaches. We also add a second category of teachers designated for at-risk student programs. Teachers in this second category will be identified on a full-time equivalent (FTE) basis for four integrated strategies for serving at-risk students – tutors, extra help for English Language Learners (ELL) students, staff for extended day programs, and staff for summer school programs. Substitute teachers are now displayed on line 3, following the more detailed specification of teacher resources. Aides are now listed on line 4. The resource line items following substitute teachers are similar in both the current and recalibrated columns of Table 1, although in the recalibrated column each row has been renumbered to reflect the

additional category of teachers (i.e., row 4 in the current prototype becomes row 5 in the recalibrated prototype).

In addition, our professional development recommendations will be much more elaborated than current professional development resources. Finally, the categorical aides will continue to include both special education and gifted education, although we may in the future recommend folding part of special education into the Block Grant, in which case our at-risk category will include teachers for some special education as well. All of the rows in Table 1 will be described in more detail in our evidence-based recalibration report that will form the basis of the prototypes that will be reviewed by the Select Committee and by professional educators in Wyoming as described below.

A template for each school prototype (elementary, middle and high school) will identify the resources generated through the evidence-based approach subject to review by the Legislature's Select Committee on School Finance Recalibration as well as a number of professional judgment panels. Once the final form of all templates have been approved by the Select Committee, we will estimate the cost of the resources identified in that matrix, and work to develop cost based adjustments to the model based on:

1. District Characteristics
 - a. School size
 - b. District size
2. Price Differences Across Districts

Table 1: Resources Items in Current Prototypes versus Resource Items in Recalibrated Prototypes

Current Prototypes	Recalibrated Prototypes
A. Personnel	A. Personnel
1. Teachers	1. Teachers
	1a. Core Teachers
	1b. Specialist Teachers
	1c. Instructional facilitators/coaches
	2. At-Risk Teachers
	2a. Tutors
	2b. FTE for LES students
	2c. FTE for Extended Day
	2d. FTE for Summer School
2. Substitute Teachers (5%)	3. Substitute Teachers (5%)
3. Aides (FTE)	4. Aides (FTE)
4. Pupil Support	5. Pupil Support
5. Library Media	6. Library Media
5a. Certified Librarians	6a. Certified Librarians
5b. Media Assistant Technicians	6b. Media Assistant Technicians
6. School Administration	7. School Administration
7. Clerical/Data Entry	8. Clerical/Data Entry
B. Supplies and Instructional Materials	B. Supplies and Instructional Materials
C. Equipment	C. Equipment and Technology
D. Food Services	D. Food Services
E. Categorical Aids	E. Categorical Aids
1. Special Education	1. Special Education
2. Gifted	2. Gifted
F. Student Activities	F. Student Activities
G. Professional Development	G. Professional Development
H. Assessment	H. Assessment
I. District Expenditures	I. District Expenditures

Adjustments for school and district size have been an issue of concern throughout the development and implementation of the current funding system. Our recalibration effort includes a focused analysis of the costs of small schools and districts. Our intent is to look closely at the cost functions for provision of the educational basket and estimate

appropriate adjustments from the prototypes for school and district size, including both schools that are smaller and larger than the prototypes.

Additionally, we will repeat the analysis done for previous recalibrations to determine the appropriate adjustments for teacher, administrator, and classified staff training and experience, including a cost-based base salary and cost-based adjustments for experience and education (where appropriate). We will develop algorithms to distribute funds to districts (and thus to schools) based on these training and experience adjustments.

Our goal throughout this process will be to develop a simple, transparent, updated, and easier to understand funding model for Wyoming.

The final outcome of this process will be the specification of the resources needed to provide the educational basket of goods and services as well as a cost-based model that distributes those resources to each of the school children in Wyoming. In the sections that follow we outline the timeline for accomplishing this recalibration, identify the data requirements for the work, and identify the staff resources to be devoted to the project.

4. TIMELINE

On March 30 and 31, 2005, a team from Picus and Associates met with staff from the Legislative Service Office, the Wyoming Department of Education (WDE), the School Facilities Commission, and the state's legal counsel for the continuing finance litigation, to discuss the overall recalibration effort. Picus and Odden will meet with the Select Committee on April 18 and 19, 2005 to discuss the process and timeline for recalibration as well as begin discussions on the decisions that the committee must make as part of the recalibration process.

Our intent is to meet regularly with the Select Committee as the recalibrated resources for each prototype school are identified and as we develop the finance model itself. We will regularly consult with the Select Committee as we assign costs to the resources needed for the basket of educational goods and services and as we develop the various funding adjustments required in the system.

In addition to meeting with the Select Committee we plan a series of professional judgment panels across Wyoming in early June to get the input of educational officials at all levels of the system. Their feedback will be reported to the Select Committee for final design of the recalibrated prototypes.

Using these recalibrated prototypes, we will estimate the costs of the identified resources and design a funding model that makes appropriate adjustments for school and district characteristics in Wyoming. Based on the final recommendations of the Select Committee and the Wyoming Legislature we will develop a conceptual design of the funding model and begin building the actual distribution model – based on those recommendations – to be used by the state in the allocation of funds to local school districts. The final model, however, will only include those items accepted by the Wyoming legislative and executive branches.

An important component of this portion of the study will be to interact with education officials across the state regarding the design of the recalibrated system, to insure that there is widespread understanding of how all elements of the models work. We anticipate these meetings will be held across the state in August and September of 2005.

Following these meetings we will develop the final distribution model, which we will call the Wyoming Funding Model, and then work with the WDE and the LSO to insure that it can be operated and maintained by their staff. Once developed and thoroughly tested, we will submit the model to the Legislature for review and approval during the 2006 budget session. Following adoption of the model, we will work with the WDE to install and operate the model for the 2006-07 school year. In all instances we plan to work closely with the Select Committee or its designees as decisions regarding the design of this cost-based system are made.

A summary of this timeline is included in Table 2.

Table 2: Wyoming Recalibration Project Proposed Timeline

Anticipated Completion Date	Task
2005	
March 1	Contract signed work begins
March 30-31	Initial meetings with LSO and WDE staff
April 15	Initial technical report outlining study procedures submitted to LSO
April 18-19	Meeting with Select Committee to review timelines and initial discussion of school prototypes
May	Additional meeting(s) with Select Committee to review the evidence-based resource approach to school prototypes
June 7-9	Professional Judgment Panel meetings across the state
June and July	Additional meeting(s) with Select Committee to review recalibrated prototypes
July 30	Recalibrated prototypes developed
August	Develop Conceptual Model of school funding
August/September	Public meetings with local officials to seek input to model design
September 30	Model design issues resolved and approved by the Select Committee
September/October/ November/December	Meet with Select Committee as needed to complete decision making on model components
November 30	Model building complete
2006	
January 15	Initial WDE training complete
February/March	Support Legislative budget session as needed
June 30	Implementation and training in use of model complete

5. COMPOSITION OF PROFESSIONAL JUDGMENT PANELS

A critical component of this work is the participation of professional judgment panels in the specification of the resources used in the design of the evidence-based prototypes and a public engagement component to review the conceptual design of the funding model prior to its completion. We anticipate that the professional judgment panels will meet in three cities across Wyoming during the first week of June 2005 and that the engagement meetings will take place across the state in August and/or September of 2005.

Professional Judgment Panels

The purpose of the professional judgment panels is to submit the proposed prototype resource templates to a review by experienced, knowledgeable and successful Wyoming educators to make sure that they both meet the unique conditions of education in Wyoming as well as provide – in their view – cost-based adequate resources for the basket of educational goods and services.

Lawrence O. Picus and Associates, in conjunction with the Select Committee, will prepare a draft report outlining the resources that meet the basket's requirements for three or more prototype schools.⁴ This report will be provided to the participants on the professional judgment panels in advance of their meetings. During the meetings, our staff will facilitate discussions about the recommended resource requirements to deliver the basket of educational goods and services, and to solicit views on how the proposed prototypes can be modified, both to better serve the educational needs of Wyoming

⁴ The current model has three prototype schools – Elementary (K-5), Middle (6-8) and High School (9-12). Given the number of small schools and school districts across Wyoming, consideration will be given to increasing the number of prototypes to accommodate additional – and common – school organization structures across the state. These additional prototypes will be developed in conjunction with the Select Committee.

public school children and to find ways to adjust the resources for schools that are both larger and smaller than the prototypes themselves.

We anticipate a total of six panels, two in each of three locations. We hope to achieve participation of between 20 and 30 individuals in each panel. This means that we will have 40-60 participants at each location for a total of 120 to 180 total participants. Ideally, the professional judgment panels will be composed of the following types of individuals:

- Superintendents
- Board members
- Central office staff including:
 - Curriculum administrators
 - Business officers
 - Technology directors
- School site administrators (principals and assistant principals)
- Teachers (special education and regular instruction)

We want to be sure we have representation from small, medium, and large schools and school districts with good geographic dispersion across the state. Most importantly, we want to generate a list of individuals from schools and districts that have been successful in meeting state accountability goals. We hope that as many as possible of the teachers on the panels will be National Board Certified teachers. We will solicit nominations from the following:

- The Legislature's Select Committee
- The administrators, teachers and school board associations
- District leaders respected by the legislature
- Wyoming Department of Education
- The State Superintendent
- Others as identified by the Select Committee and LSO.

Finally, it is our intent that members of the Legislature, including the members of the Select Committee, *not* attend these meetings. We make this request so that participants

will feel free to comment and respond to the prototypes without pressure from other policymakers.

The recommendations of the professional judgment panels will be brought to the Select Committee for consideration as we develop the final version of the recalibrated prototypes.

Public Engagement

Once agreement has been reached on the resources to be included in each prototype school, Lawrence O. Picus and Associates will develop a conceptual model of the school funding system. This will include the approach to be used in making adjustments for student, school/district, and price characteristics. Once approved by the Select Committee, we will participate in a series of meetings across Wyoming to seek public input into the model that has been developed. Our hope is to build deep understanding of the proposed school funding model up front, in an effort to minimize misunderstandings about how resources are generated within the model and how the funding associated with those resources will be distributed to school districts once the work is complete.

For these meetings, we anticipate that any and all individuals wishing to participate will be included, and members of the Select Committee – as well as other members of the Legislature – will participate in the meetings. The result of these public engagement efforts hopefully will lead to better understanding of how the recalibrated finance model will work across the state.

DATA REQUIREMENTS

During our visit to Cheyenne on March 30-31, 2005 we had a series of meetings with the staff of the WDE and the School Facilities Commission to discuss data needs and

collection strategies. We understand that the model will eventually be based on 2004-05 school year fiscal and enrollment data that will hopefully be available in September 2005. The results of our conversations with the WDE staff leave us optimistic that we will be able to develop comprehensive estimates of the costs of the resources identified in the prototypes. Appendix A contains our anticipated data requirements for this study.

STAFFING

We have developed a team of consultants and experts to participate in this study. Their qualifications were provided in the proposal to do this work. A staffing chart is provided in Table 3 showing the role each staff member will play in the design and implementation of the recalibrated cost-based school funding model for Wyoming.

TABLE 3: WYOMING RECALIBRATION STAFFING CHART

Team Member	Number of Days						TOTAL DAYS
	Impact Analysis Paper	Develop Prototypes	Model Design	Build Model	Implementation Training Follow-up	Project Management	
Picus	10	20	15	9	10	10	74
Odden	10	20	15	9	10	10	74
Seder	5	10	25	25	20		85
Fermanich	5	10	10	10	15		50
Glenn	5		5				10
Ehlers	5	5	15	10	5		40
Baker			20	7			27
Goetz	5	5	5	5			20
Price		5	5				10
Rudo		3					3
Wolkoff			14	5			19
Podgursky			14	5			19
MPR Staff			10				10
Gordon			8				8
Administrative Assistant						25	25
NCSL Conference Staff						50	50
Total	40	65	151	80	60	95	491

REFERENCES

- Odden, A., Picus, L.O., and Fermanich, M. (2003). *An Evidenced-Based Approach to School Finance Adequacy in Arkansas*. Submitted to the Joint Committee on Educational Adequacy of the Arkansas Legislature, Little Rock, AR. (September)
- Odden, A., Fermanich, M., and Picus, L.O. (2003). *A State-of-the-Art Approach to School Finance Adequacy in Kentucky*. Submitted to the Kentucky Department of Education, Frankfort, KY (February)
- Odden, Picus, Fermanich & Goetz (2004). *An Evidence-Based Approach to School Finance Adequacy in Arizona*. Submitted to the Rodel Charitable Foundations, Phoenix, Arizona.
- Stringfield, Ross & Smith, (1996). *Bold Plans for School Restructuring: The New American School Designs*. Mahwah, NJ: Lawrence Erlbaum.

WYOMING EDUCATION RESOURCE BLOCK GRANT FUNDING MODEL RECALIBRATION DATA NEEDS

Lawrence O. Picus and Associates

General Note: All studies of personnel, activities, maintenance and operations, transportation...all non-personnel costs need to be broken into non-special education and special education-related categories. If we get a combined set of resources it will complicate all of the analyses.

Recalibration Component	Data Needed	Level of Data Desired	Desired Format
Master School List	List of Schools, District County and ID numbers and school type for every school in the state	School District County State	Excel
Enrollment and ADM	Student ADM by grade by school for past 3 years plus any projections available and most recent Oct. enrollment count by grade by school	Grade level School District	Excel

Recalibration Component	Data Needed	Level of Data Desired	Desired Format
Teacher Contracts	Length of teacher contracts Number of Days and number of days of student contact Information on use of student-free days	District	Excel
At-Risk Youth	Count currently used in WY including students who are new/mobile Students Eligible for Free and Reduced Price Lunch	Grade level School District	Excel
ELL	Number of students eligible for services	Grade level School District	Excel

Recalibration Component	Data Needed	Level of Data Desired	Desired Format
Special Education	Counts of students served distinguished by Mild, Moderate and Severe Data on federal placement and primary and secondary disabilities Data on related services received Data on referrals, IEP meetings held, due process hearings and assessment data on special ed students	Student Grade level School District	Excel

Recalibration Component	Data Needed	Level of Data Desired	Desired Format
Gifted and Talented Students	Counts of GATE students by school and grade	Grade level School District	Excel
Student Mobility	Movement of students across schools in WY and counts of students leaving the state	Student Grade level School District	Excel
Alternative Education	Counts of students in alternative education programs	Student Grade level School District	Excel
Activities Costs	Expenditures for student activity programs including teacher stipends and other direct costs of programs	School District	Excel

Recalibration Component	Data Needed	Level of Data Desired	Desired Format
Summer School	Program and expenditure Transportation expenditures	District School	
Extended-Day Programs	Program and expenditure	District School	
Kindergarten	Districts and schools using full day K part time K, and combinations of full day and part time K and expenditures	District School	
Charter Schools	Number Enrollment Revenues and Expenditures	District School	
Assessment	Expenditures for the Assessment system	School District	Excel
Instructional Materials and Supplies	Expenditures for books, technology, and all other instructional materials	School District	Excel

Recalibration Component	Data Needed	Level of Data Desired	Desired Format
Micro Teacher Data	<ol style="list-style-type: none"> 1. A unique teacher identifier (scrambled social security number or other identifier). This will permit matching records from one year to the next). 2. School district code (standard code used by State). 3. School district name. 4. School teacher works in. Or schools if in more than one school 5. Teacher contract salary for year Actual year earnings are not reported. 6. Fringe benefits – Is a measure of the value of fringe benefits available for each teacher? 7. FTE – October 1 count. Is it possible to tell if teacher was fully dedicated to this district? 8. Full-time - Did teacher work entire year? How many days did teacher work that year? 9. Teacher gender (M or F) 10. Teacher race 11. Teacher date of birth. 12. Teacher experience (within district total Wyoming public school experience, out-of-state are all possible. Please distinguish between various types if possible.) 13. Certification type (How you provide this data will very much depend on the details of your certification/license system. A code which identifies what type of certification the teacher has is what we desire. 14. Is teacher teaching in field? 15. Teacher education (highest degree earned, college teacher attended?) 		Teacher performance on Praxis exam?

Recalibration Component	Data Needed	Level of Data Desired	Desired Format
Earnings Data (Teachers)	<p>We will use the micro teacher data to identify teachers who left teaching. We would then like to link to the Unemployment Insurance (UI) data maintained by the Wyoming Department of Employment to obtain earnings history for departing teachers in Wyoming and reciprocal states. We would also like to identify new teachers and obtain their earnings records prior to teaching.</p> <p>These tasks will take coordination between the Education Department which will assign unique identifiers to the teacher records and the Employment Department, to maintain confidentiality and data security.</p> <p>We will also have to coordinate on what years are possible as employment files are huge and not necessarily available for all years that we have teacher records.</p>		
Graduates From Education Schools	<p>A major source of concern has been whether teacher salaries in Wyoming are competitive. It has been claimed that the presence of out-of-state recruiters at teacher employment fairs requires Wyoming to offer comparable salaries. A data set which allowed us to follow the employment outcomes of a cohort of educational majors at the University of Wyoming would speak to this issue.</p> <p><i>Another possibility is that a survey be administered to the graduating class of education majors to see what job choices they have made, what their job search experience was like. Perhaps this is already done by the placement office.</i></p>		

Recalibration Component	Data Needed	Level of Data Desired	Desired Format
Supervisory Staff	A data set similar to the micro teacher data set would allow us to investigate whether pay is adequate for supervisory staff. We would also need to know the supervisor's precise job title. It might also be useful to link this data to the UI files at the same time that we are linking teacher additions and departures.		
Classified Staff	A data set containing micro data on classified staff, including: age, gender, wage, job classification, annual hours contracted, experience will allow us to estimate the experience premium.		

Recalibration Component	Data Needed	Level of Data Desired	Desired Format
Benefit Costs	<p>We need data on the costs of benefits by employee if possible In particular we need to distinguish between Health benefits and all other benefits. This includes</p> <ul style="list-style-type: none"> Health benefits Retirement system contributions Life insurance Wyoming Worker's Compensation Dental Vision Disability insurance 		
Benefit Costs (cont.)			<p><i>Note Per Mary Byrnes: Health Insurance: Under SF 47 we are conducting an actuarial study via the State Group Health system under the department of Administration & Information to review district health insurance plans and to see if the state group health would be a reasonable option. A & I is designing a data collection instrument to gather district data including early retirees. This report is due to the JEC and JAC by Oct 1, 2005</i></p>

Recalibration Component	Data Needed	Level of Data Desired	Desired Format
Cost Adjustments	<ul style="list-style-type: none"> A. School/District Structural/Organizational Features <ul style="list-style-type: none"> a. IDs for Schools linked to Districts b. Grade ranges for each school c. Indicators of special status of schools (school houses high need disability program etc., charter school, alternative high school etc.) d. District and school attendance area population density e. For each school – distance to nearest school offering same grade ranges (estimated drive time) f. Numbers of students transported and transportation purpose (daily, summer, fieldtrip) g. Average distance traveled B. School Level Enrollment and Demographic Data <ul style="list-style-type: none"> a. Total enrollment b. Race/ethnicity c. Language proficiency status d. Poverty status e. Drop out rates C. School Level Student Outcome Data <ul style="list-style-type: none"> a. Reading proficiency 2001 to 2003 (4, 8, 11) (Wycass and Terra Nova if available) b. Performance trends (4, 8, 11) c. NCLB compliance (4, 8, 11) d. Other outcome measures <ul style="list-style-type: none"> i. Graduation rates ii. College matriculation 		

<p>Cost Adjustments (continued)</p>	<p>iii. Standardized test scores</p> <p>D. School Level Expenditure Data</p> <ul style="list-style-type: none"> a. If possible, and this is important, I need for 2001 to 2003 (parallel to outcome years) reports of dollars spent at the school level, ideally with some breakout regarding direct expenses on classroom teachers, school level administration etc. b. How is transportation handled? Similarly, how are district central office expenses handled? I'd like to separate these out and/or find a way to at least allocated district expenses back to schools. <p>E. School Level Staffing Data</p> <ul style="list-style-type: none"> a. Numbers of teachers, other certified and non-certified staff in each school with as detailed a classification as possible (e.g. classroom teacher, 2nd grade) b. School level salary data, or at least average salaries by personnel classification for each school (classroom teachers, school administration etc.) c. School level distributions of teacher experience and degree levels d. I'm assuming Mike P. will be doing more comprehensive wage analysis that I can eventually plug back into a model of outcome costs.
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Recalibration Component	Data Needed	Level of Data Desired	Desired Format
Facilities	Capital Construction Commission Data on: Condition of Schools (current facilities index) Square footage of buildings Use of facility related to capacity (utilization rates) Co-location status Recommendations for future Replace, recondition, etc.		

Recalibration Component	Data Needed	Level of Data Desired	Desired Format
Technology	<p>Number of computers in schools/district, their operating systems, and current uses</p> <p>Infrastructure at sites</p> <p>Availability of high speed networks in schools at different settings</p> <p>Are any technology funds appropriated that are available to districts and schools that support purchases of hardware and software? If so, how are these funds distributed and do all schools receive them using a formula? Additionally, if such funds exist do they currently fall outside of the normal “basket” or are they considered a part of it?</p> <p>Do funds for the Wyoming Equality Network (WEN) provide for the initial purchase and cyclical replacement of networking equipment at the schools sites (routers, switches, hubs)? What portion, if any, are districts or schools asked to pay for access to WEN? Is WEN funding dependent on Title II-D? Would districts be faced with additional costs if changes are made in the Title II-D funding appropriation at the federal level?</p> <p>Data on the number of workstations currently available at each school, including information on the age and/or platform of these machines - number of computers per school and setting, processor type, instructional vs. administrative.</p> <p>Are all K-12 classrooms connected to WEN - Yes</p> <p>Are all costs for WEdGate (Wyoming Education Gateway) assumed by the State? Are there subscription costs associated with WEdGate that are passed on to the schools?</p>		

Recalibration Component	Data Needed	Level of Data Desired	Desired Format
Maintenance and Operations	<ol style="list-style-type: none"> 1) Wyoming School Districts' Expenditure Data on the following: <ul style="list-style-type: none"> ○ Classified Salaries (Administration, Maintenance and Operations, Food Services) ○ Employee Benefits ○ Books & Supplies (Books other than textbooks, Noncapitalized equipment, Food Service Supplies, and Other Supplies) ○ Services & Other Operating Expenditures (Travel and Conferences; Dues and Memberships; Insurance; Utilities and Housekeeping Services; Rentals, Leases, Repairs and Noncapitalized improvements; Other Services and Operating Expenditures) ○ Capital Outlay (Sites and Improvement of Sites; Buildings and improvements of Buildings, Books and Media for New and Expanded Libraries; Equipment; and, Equipment Replacement) 2) Maintenance and Repair Data, Specific (both Routine and Non-Routine/Major Maintenance and Repair work completed) 3) School Building Data (Numbered buildings with square footage for each—Buildings where Direct Instruction Takes Place, Central Office/Administrative Buildings, School Cafeterias, Bus Barns, Other Buildings such as Warehouses); 4) School Building Data (Maximum Occupancy Rates & Codes for buildings where Direct Instruction takes place / “education space”; New and Old School Building Construction Codes regarding restroom data including number of toilets and urinals, and drinking fountain per students ratios; Building Age Information) 5) Geographic Information (the different Climate Zones of Wyoming and Counties and/or School Districts within the Climate Zones, average temp.) 		

Recalibration Component	Data Needed	Level of Data Desired	Desired Format
Vocational Education	<p>Counts of Students by Program</p> <p>Costs of special equipment</p> <p>Facilities costs for Voc. Ed.</p> <p>Number of teachers with Voc. Ed responsibilities</p> <p>Based on current formula may want to also include:</p> <p>*Teacher salaries for voc</p> <p>*Supplies costs</p> <p>Also data on dual enrollments in Community Colleges</p>	<p>Student</p> <p>Grade level</p> <p>School</p> <p>District</p> <p>Rules for counting Voc. Ed students per WDE in current funding model.</p>	Excel
Programs not in the Block Grant	Data on revenues and expenditures for programs outside of the Block Grant Funding Program	Federal program funding State programs outside of the block grant	